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MAKING MEETINGS MATTER

VOLUME II



Alberta
RECREATION AND PARKS
Recreation Development Division

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COMMUNITY RECREATION SERVICES

PUBLICATIONS

- RESOURCE MANUAL #1 NOW THAT YOU ARE A RECREATION BOARD MEMBER
- RESOURCE MANUAL #2 A GLOSSARY OF COMMON RECREATION TERMS
- RESOURCE MANUAL #3 NOW THAT YOU ARE A RECREATION BOARD MEMBER
(Cree Translation)
- RESOURCE MANUAL #4 PUBLIC RELATIONS AND YOUR RECREATION BOARD
- RESOURCE MANUAL #5 MAKING MEETINGS MATTER (Volume I)
MAKING MEETINGS MATTER (Volume II)
- RESOURCE MANUAL #6 WORKING TOGETHER REGIONALLY
- RESOURCE MANUAL #7 JOINT AGREEMENTS

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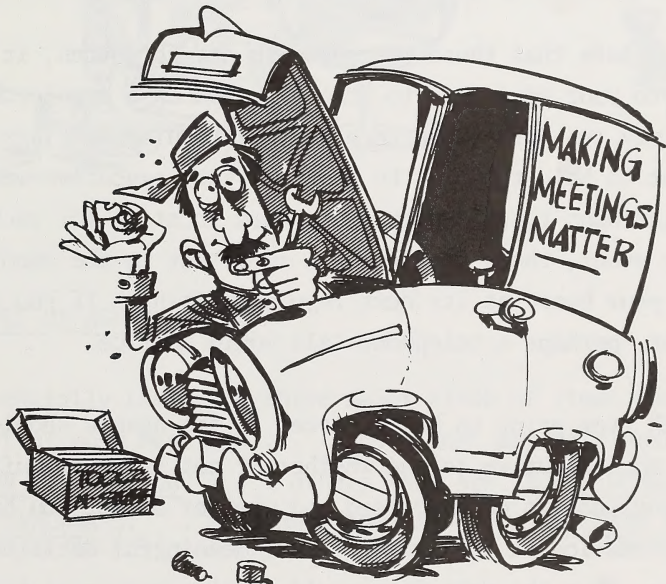
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1.0 PLANNING MEETINGS

1.1 PURPOSE

. . . So far we have looked at types of meetings, the purposes for meetings, the kinds of human needs people in our meetings have, the various leadership styles and what effect they have on meetings. Hopefully that has set the background for the next few areas that we will discuss . . . the "nuts and bolts" of improving your meetings.



We do not apologize for covering that preliminary material. It is important to recognize some of the basics or underlying concepts before we plunge headlong into the practical portions of this manual. If you do not have a good grasp of the foregoing areas, the worth of the remainder will certainly be less than it should be.

As an executive member and as an individual board member, you should be able to answer the question "What are we going to resolve or accomplish?" before any and all meetings.

THERE HAVE TO BE REASONS FOR MEETING OR ELSE "WHY MEET"?

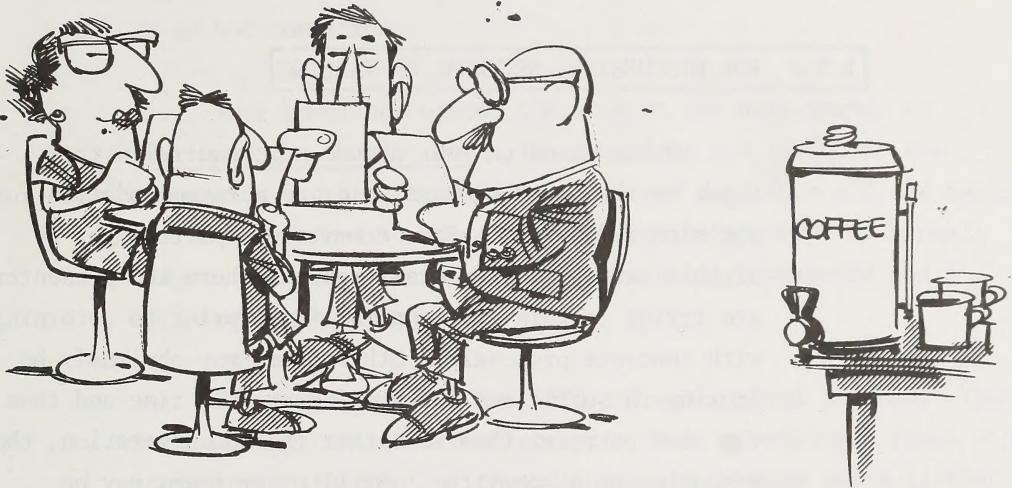
1.2 EXECUTIVE MEETINGS

In addition to the "normal" executive functions of chairing meetings, taking minutes, controlling the treasury and so on, the executive is also looked to for guidance by the rest of the board members. In order to provide that kind of guidance and advice, it is suggested that the executive meet prior to each meeting to set the agenda items and to develop the executive's approach to them.

To ensure that these meetings are not forgotten, it would probably be to your advantage to schedule them on a regular basis approximately ten days in advance of your regular meetings. Perhaps you want to hold them in the homes of your executive members or you might want to stay with a standard location for each meeting. In any event, these meetings are important to the smooth functioning of your board at its next regular meeting. If you are unable to meet, perhaps a telephone call would suffice.

Each item prior to being placed on the agenda should be examined by the executive to see whether or not it is of sufficient importance to be discussed and whether or not you have enough information on the topic to make meaningful decisions. If it does, then the next step would involve you as an executive coming up with a recommendation on the item which can be presented to the rest of the board. If you are unable to arrive at a recommendation through consensus of the executive, then that should be stated to the board together with your comments both pro and con on the issue.

THE INTENT OF THIS IS TO BECOME BETTER PREPARED AS
AN EXECUTIVE, TO PROVIDE THE REST OF THE BOARD WITH
ALL THE RELEVANT INFORMATION AND TO PROVIDE SOME
ORDERLY DIRECTION TO YOUR MEETINGS.



1.3 TYPES OF AGENDA ITEMS

Essentially there are three major kinds of items that are a part of most meetings . . . those that may be classified as "FOR INFORMATION" . . . others that are "FOR DISCUSSION, REFERRAL OR TABLING" . . . and those that are "FOR DECISION AND ACTION".

Let's look at these three kinds of items:

1.3.1 FOR INFORMATION

. . . There are two types of "Information" items - those that simply inform the board of action taken affecting the board - copies of correspondence, announcements of upcoming events, etc. and those that serve as progress reports such as committee reports of an informational nature. All such items in this category are intended as being strictly for information as a way of keeping the

board informed on ongoing matters not requiring their immediate action.

1.3.2 FOR DISCUSSION, REFERRAL OR TABLING

. . . Other items on your agenda may require further input by the board members prior to a recommendation for decision and action. Some committee reports might be of this nature or even staff reports where the presentors are trying to gain some general input prior to returning with concrete proposals. Other items may obviously be lacking in sufficient information at this time and thus the need to refer them to either the administration, the executive or a committee. Still other items may be badly-timed or those that you wish to take no action on at this time and thus they might be tabled.

1.3.3 FOR DECISION AND ACTION

. . . In order for your meetings to be fruitful some decisions and action must be evident. These kinds of items may be as a result of previously referring or tabling them or they may be those that you feel comfortable about acting on as a result of your initial review of them. Some may mean action of an immediate and visible nature by board members such as planting trees or conducting a particular program; some may result in specific recommendations to council; others may be directed to your department staff.

Some items may involve all three of the foregoing levels of board action. For example . . .

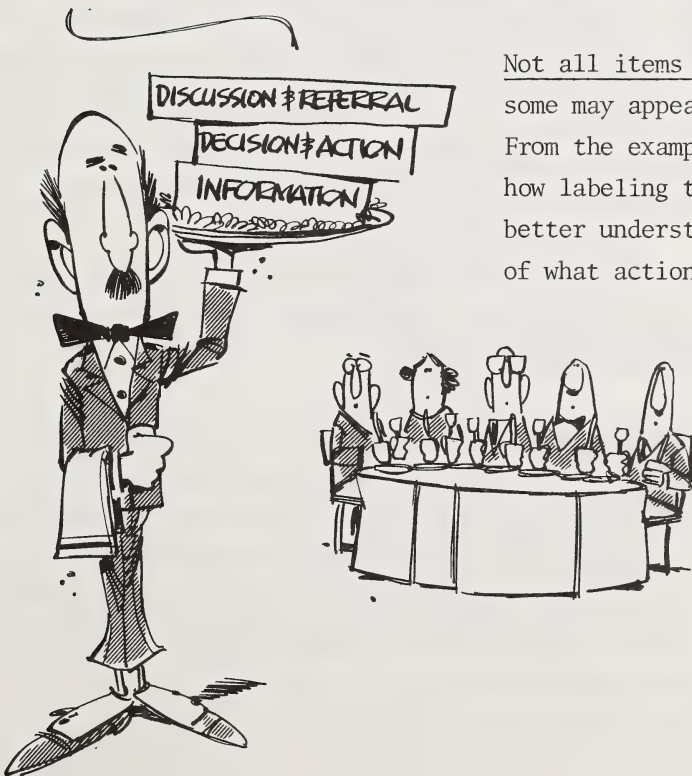
Your board executive might decide that holding an annual supper meeting with your council may be desirable. After they discuss

it, the item comes onto the agenda marked as "For Discussion and Referral". The board as a whole decides that it is probably a great idea and refers it to three board members to handle as an ad hoc committee.

. . . Your committee places the item on the next agenda as "For Decision and Action". The committee has looked at the suggestion and has found it feasible and desirable and now needs a firm commitment to proceed including the approval of a small budget. Also a date and a place have been recommended and a decision is needed on that.

. . . The supper meeting was held and was a great success. Your hard-working committee completes its task by writing a final report including a statement of expenditures and revenue and a listing of the general concerns which arose. This item then shows up on the agenda as "For Information".

Not all items go through all three stages; some may appear only once on your agenda. From the example given it is easy to see how labeling the items can give you a better understanding as a board member of what action is required.



1.4 AGENDAS AND MINUTES

If a meeting is to be fruitful in terms of reaching the group's objectives, then a particular plan or format must be adopted. Without such a plan the meeting would likely flounder and die a slow death with very little accomplished other than higher stress and increased blood pressure rates.

1.4.1 AGENDAS

An AGENDA is simply a brief outline of what you intend to discuss and in what order. Its purpose is to provide direction and order to the meeting and advance information to those attending. Without such a device, items might be forgotten and meeting control non-existent.

Agendas need not be very detailed or very fancy. They might be nothing more than a list of the ten items, handwritten and hand-delivered. They may include supporting documentation if it is available or it may simply be a single sheet. They may be revised at the beginning of the meeting - added to, deleted from or order changed.

They are, however, extremely important to the chairman, secretary and regular board members and serve at least three very useful purposes:

1. If the agenda format is adhered to, the job of the recording secretary becomes much easier. He/she is able to follow the items discussed much more readily; abbreviations can be used and items can be referred to in point form. The advantage of this of course lies in the growing quality of the minutes in terms of their accuracy and completeness.

2. A particular format enables you to dispense with appointments and old business prior to tackling new areas.
3. Following a standard format will result in your meetings being shortened and conducted in a more business-like fashion.

There are some key points about "agenda-building" that you as a total Board may do well to discuss prior to proceeding any further. These points are designed to make your agenda work for you given the unique situations that each Board faces.

I.4.I.I POINTS TO PONDER

1. Who is responsible for preparing the agenda - the chairman? the secretary? the total executive? the staff? the total board?
2. Will the agenda be mailed out, hand-delivered, or given out at the time of the meeting and whose responsibility is this?
3. Agendas and minutes are of the greatest benefit if they are received a few days prior to the next meeting. When will you send out yours?
4. Agendas serve the greatest use if supported by brief statements outlining each item under discussion - both the points for and against as well as any pertinent information.
5. All agenda items should be numbered as should the supporting documentation to facilitate easier reference.

6. All agenda items should be described as "For Information", "For Referral, Discussion or Tabling" or "For Decision and Action".
7. Agendas should indicate the starting time and anticipated finishing time.
8. The item "Any Other Business" should be used with great care. Often more business is discussed under this one item than under all previous items. The only items allowed for discussion here should be those of either an emergency nature, those cleared through the chairman prior to the meeting, those of strictly an informational nature or those which constitute a "Notice of Motion".
9. Items listed under "Appointments" should also be supported by relevant documentation. This need be nothing more than a short paragraph indicating that "Mrs. Brown is appearing on behalf of the Playschool Society to request free use of the meeting room in the recreation centre for their annual meeting".
10. "Committee Reports" should also be supported by written documentation as often major items of interest arise from this one area.

* See "Agenda Checklist" in the appendix.

1.4.1.2 SAMPLE AGENDAS

The following are two "sample agendas". These are to serve as guidelines for you as you may have already determined a particularly good format which is comfortable to you and your board.

SAMPLE "A"

ABC RECREATION BOARD

June 19, 1978, 8:00 p.m.
Music Room, High School

A G E N D A

I.0 CALL TO ORDER

2.0 READING OF MINUTES
2.1 Adoption of minutes

"For Decision"

3.0 CORRESPONDENCE

"For Information"

4.0 APPOINTMENTS

- 4.1 Playschool Society
- 4.2 Agricultural Society
- 4.3 Minor Society

"For Referral"

"For Decision"

"For Decision"

5.0 BUSINESS ARISING

- 5.1 Correspondence items
- 5.2 Arena Policy Manual
- 5.3 Playground staff hiring

"For Referral, Decision"

"For Discussion"

"For Decision"

6.0 NEW BUSINESS

- 6.1 Committee reports
- 6.2 Budget

"For Discussion & Decision"

"For Referral"

7.0 ADJOURNMENT

SAMPLE "B"

XYZ RECREATION BOARD
June 19th, 1978
8 p.m., Music Room, High School

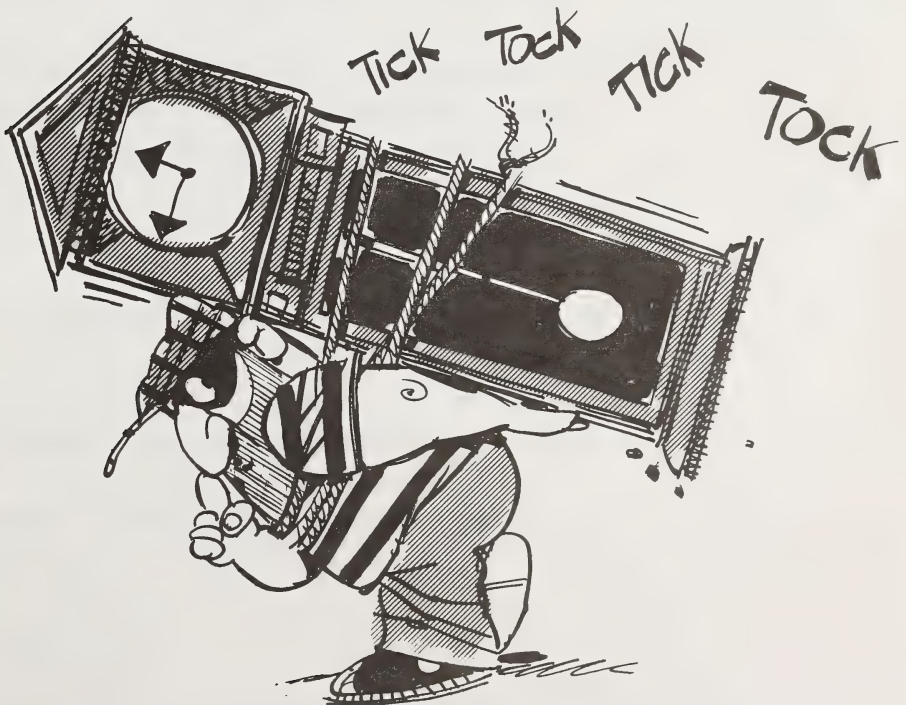
A G E N D A

1. CALL TO ORDER
2. READING AND APPROVAL OF MINUTES
OF PREVIOUS MEETING "For Decision"
3. REPORTS FROM COMMITTEES "For Discussion"
 - 3.1 Finance
 - 3.2 Sports
4. APPOINTMENTS "For Referral"
 - 4.1 R. Smith - Minor Ball
 - 4.2
5. CORRESPONDENCE "For Action"
6. UNFINISHED BUSINESS "For Decision & Action"
7. NEW BUSINESS "For Referral"
8. ANNOUNCEMENTS "For Information"
9. ADJOURNMENT

I.4.2 MINUTES

The minutes of your board meeting are your account of what transpired at the meeting. It is extremely important that they be recorded as accurately as possible and that they are reviewed carefully prior to their adoption as the official account. Minutes are the official record of the board's decisions and are particularly useful for reviewing past actions, recording dates of important events, determining previous policy and serving as historical reference for future executives.

The minutes are generally recorded by the elected Secretary although a temporary secretary may be appointed for that purpose providing that your Bylaws permit this procedure. A regular secretary is of course advisable in terms of achieving consistency in how your minutes are recorded and in terms of expediency at each meeting.



Minutes should be brief. They should provide a concise account of what transpired and not a lengthy description of each item. Motions should be carefully noted and the results recorded. If there is a discussion on the motion, a statement such as "Discussion followed the motion" should suffice. When too much detail is recorded, problems will arise due to the interpretation by the secretary of the comments and due to the fact that some of the discussion will inevitably be left out. Unless the Board considers it desirable to have one or two of the major discussion points listed for each discussion, it may be better to leave it out completely.

Your Minutes should include:

- * Name of the recreation board, date and time of the meeting and where it was held.
- * Names of those present and those who were absent.
- * A listing of all motions including the original motion; name of the person moving it and the seconder (if required); whether or not the motion was carried or defeated and the names of those who wish to be recorded as being in opposition.
- * The name(s) of anyone being assigned a task to carry out as a result of the motion.
- * The time the meeting began and finished.
- * The date, time and place of the next meeting.

Your adopted minutes are your official record of the proceedings of your board. It is imperative that they represent a true picture of the decisions taken by your board.

If you follow an established format (agenda) for each meeting and if all board members recognize the importance of proper minutes and agendas, then your official records will be of a higher quality and problems of interpretation should decrease.

* See "Minutes Checklist" in the appendix.

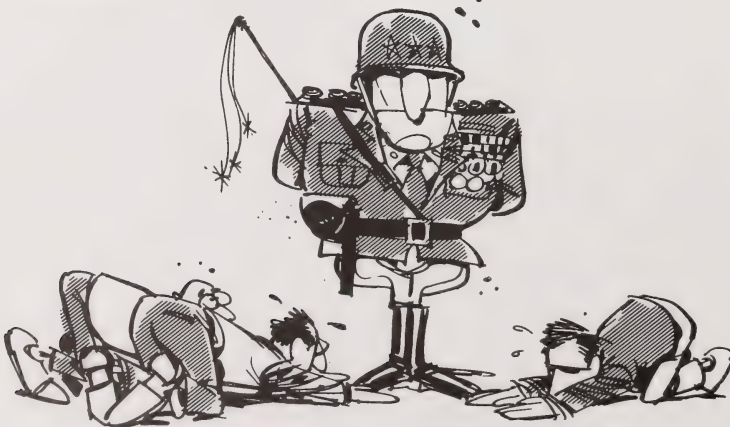
2.0 CONDUCTING MEETINGS

2.1 ROLE OF THE CHAIRPERSON

The position of CHAIRPERSON is the single most important role in your board structure. The chairperson has a multitude of duties and responsibilities, all of which may have some bearing on the conduct of your meetings. A more comprehensive look at this position will be undertaken in a later manual "The ROLE of the CHAIRPERSON".

It is obvious that the chairperson is in the prime position of being able to affect the direction of any meeting. He/she will bring his/her own particular style to the meeting and the actions of the board will tend to reflect that style.

In our section on "Styles of Leadership" we briefly listed three main leadership types followed by a short description of the attitudes exhibited by each. It may be useful at this point for you as a board member to review that section again and to be aware of the characteristics associated with each style. Certainly meetings can function effectively under any particular style of leadership depending on the strengths of the overall group. As well, in some instances your chairperson may need to assume a different type of governing and thus he may adopt a style temporarily which is more conducive to getting the job done, as he sees it.



He may at different times be the "authoritarian leader" and strongly direct the course of the meeting and the actions of his colleagues; at other times he may be the "democratic leader" and encourage each member to become involved in the decision-making; or he may be the "group-centred leader" and encourage group interaction and decision-making from all members as equal partners in the group.

Your chairperson has essentially four major roles to play in any meeting setting.

2.I.1 THE CHAIRPERSON HAS TO BE FULLY INFORMED ON EACH ITEM AND
THUS ABLE TO DETERMINE WHAT THE OBJECTIVE IS.

In order for the chairperson to be effective he should set aside the time to review each agenda item with the person(s) responsible for it being brought forward. He must know why the board is dealing with it and what action is required. He must be generally aware of all the various alternatives. He must be able to guide his fellow members towards their objective.

2.I.2 THE CHAIRPERSON MUST BE ABLE TO ENCOURAGE THE INVOLVEMENT
OF EACH BOARD MEMBER IN THE DISCUSSION TO ENSURE THAT ALL
RELEVANT POINTS ARE HEARD.

The chairperson should not be the main spokesman on the agenda items. His role or authority should be to elicit comments from colleagues and if possible arrive at a generally agreed-upon course of action.

Encouraging discussion also entails a fairly high degree of control by the chairperson so that no one individual dominates the discussion nor does he allow the discussion to drift.

2.1.3 THE CHAIRPERSON MUST BE ABLE TO DETERMINE THE VARIOUS ALTERNATIVES TOGETHER WITH THEIR IMPACT ON THE BOARD'S ACTIONS.

A number of people like simple questions and simple black and white solutions. To them the topic may seem obvious and the action to be taken by the board equally so. Unfortunately, very few items are that simplistic and thus the importance of having a chairperson who can take a wider view of problems and who is able to delineate the various options open to the board. Not only must he be able to recognize what the options are, he must also be aware of the potential impact of the board's choice. What often might sound like stalling to impatient members or to the public may be a determined effort to know more about the topic and its various ramifications.

2.1.4 THE CHAIRPERSON MUST BE CAPABLE OF SUMMARIZING THE POINTS RAISED IN THE DISCUSSION AND OF BRINGING THE ITEM TO A DECISION.

There is a good reason why the chairperson should not be the most active participant in the discussion. Mainly, he should be serving in a directing capacity, able to draw out the main points, summarize them and move towards a motion on the item.

Each of the major points raised should be highlighted but not dealt with in any detail. The chairperson must be able to know when sufficient discussion has occurred, tactfully close the discussion before it dies on its own accord, summarize the pertinent points and outline or request a suitable motion.

IN SUMMARY:

The chairperson must:

1. be fully informed on each item
2. encourage the involvement of each member
3. be able to determine alternatives
4. be capable of summarizing and leading to decisions.

2.2 RESPONSIBILITIES OF THE MEMBERS

. . . We all know that the executive and particularly the chairperson and secretary have particular responsibilities and duties at our meetings but what about YOU? What are YOUR responsibilities as a group member or did you assume that your only responsibility was to show up?

If your meetings are to be productive, if they are to achieve results and if you are to gain a sense of satisfaction through attendance at the meetings, then the following guidelines should be followed:

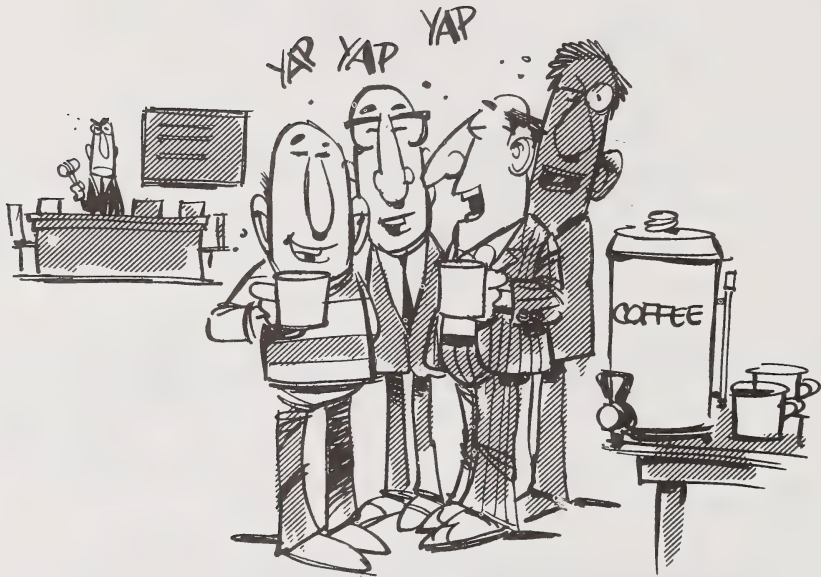
2.2.1 CONSISTENCY IN ATTENDANCE

BOARD MEMBERS SHOULD ATTEND EACH REGULAR BOARD MEETING AND THEIR ASSIGNED COMMITTEE MEETINGS ON A REGULAR AND CONSISTENT BASIS. Certainly family emergencies, holidays and the like are acceptable reasons for absence but those absences should be the exception rather than the rule. If you have to force yourself to show up, step down from the board and let someone with more interest and possibly more commitment take your place.

2.2.2 PUNCTUALITY

BE THERE ON TIME - If the meeting starts at 7:30 p.m., aim

to be there at 7:25 to allow yourself time to exchange greetings and get a coffee. Late arrivals disrupt the proceedings, divert serious thought and irritate the chairperson and the speaker.



2.2.3 PREPARATION

If the agenda, minutes and supporting documentation are sent out to you prior to the meeting, don't wait until you arrive at the meeting to begin reading it. Set aside some time at home and go through the material carefully, jotting down your questions and comments as you read. BE AS FULLY INFORMED AS YOU CAN BE AND READY TO CONTRIBUTE YOUR THOUGHTS.

2.2.4 PARTICIPATION

Board members need to participate in order to be productive. That doesn't mean that you have to say something about every item but it does require your active input to the group when you have a point that you want to share with the group. There is nothing more frustrating to the others assembled than to have you bring forward all your relevant comments and suggestions AFTER the topic has been dealt with and the action has been decided upon. SHARE YOUR CONCERNS WITH YOUR FELLOW MEMBERS - CONTRIBUTE TO THE DECISION-MAKING PROCESS.

IN SUMMARY:

The members must:

1. attend meetings regularly
2. be there on time
3. be prepared
4. participate.

2.3 DISCUSSION DEVICES

Each of us has been at meetings which suffer from long lapses in the discussion leading up to decisions. Some of the gaps in the conversation may be attributed to quiet meditation on the subject at hand while others may be as a result of boredom. Still other lapses may be due to uncertainty about the question at hand or too reluctant or shy members.

For a chairperson to keep the discussion moving toward its objective, it is important to be able to promote fellow members to share their thoughts and concerns. Some "discussion devices" are appropriate for some situations and not others and thus the chairperson and the members need to be aware of the peculiarities of the situation.

Let's examine some of these devices and illustrate how they might be useful in your meetings.

2.3.1 TO INITIATE DISCUSSION:

- a) State your opinion of the item presented and then ask for the reaction of others. "That sounds like an excellent suggestion Mary. What do the rest of you think of it?"
- b) Question an individual member - "What do you think of that idea Tom? Do you think the board should be involved in that?"
- c) Throw the topic open for general comment - "How do the rest of you feel? Are we on the right track here?"

2.3.2 TO ELABORATE ON THE TOPIC:

- a) Paraphrase - "Joe, if I understand you correctly you are recommending that we approach council indicating our support."
- b) Request explanation - "I'm not sure I follow you. Could you explain it in more detail?"

"What makes you say that Mike?"
- c) Request examples - "Frank, could you give us an example of that?"

2.3.3 TO DETERMINE EFFECT:

- "What impact will this have on our budget?"
- "What do you think this might do to our relationship with council?"
- "How do you think the public will react to this fee increase?"

2.3.4 TO EXAMINE PRIORITIES:

"Does this fit in with our 5-year master plan?"

"We stated that park development was our priority this summer. Do you think we should be trying to acquire more land right now?"

"Marie, do you think that this should be a priority of ours?"

2.3.5 TO DISCOURAGE IRRELEVANT DISCUSSION:

a) Restate the topic under consideration - "I believe that we were discussing the rates to be charged to minor hockey for the rental of the rink. I'm not sure that fighting in the lobby area has any effect on that."

b) Question relationship of discussion to agenda item - "How does what you are saying relate to our subject here, John?"

c) Rule out of order - "Your comments are out of order right now Ellen. If you feel strongly about the subject, bring it up under "Other business" on our agenda."

2.3.6 TO DISCOURAGE DOMINATION OF THE MEETING BY ONE OR TWO MEMBERS:

a) Recognize their contribution to the discussion - "Well Larry and Donna have certainly let us know what their concerns are. How about someone else now?"

2.3.7 TO ARRIVE AT A COMMON DECISION:

"We've discussed the deficit we're facing on the arena as well as our current fees and charges. Could we begin drafting new rates that reflect our higher deficit?"

"We have heard complaints about our staff being away so often during normal work hours at various courses and so on. Could we refer this to the executive to come up with a proposed policy on staff development?"

"We have now heard considerable debate on both sides of the issue. Would someone like to make a motion so that we can resolve this?"

2.3.8 TO ENCOURAGE SUMMARY COMMENTS:

"Linda, a number of points have been raised on this topic. Perhaps you could summarize the key ones for us."

"We began by discussing what we were going to do on this. Now we seem to be saying how we should do it. Let's settle exactly what it is we've decided to do."

"These seem to be the key points. Now, have we missed any other major ones?"

"Let's jot our key points down on the flip chart so that we don't forget any of them."

2.4 OTHER DISCUSSION TOOLS

2.4.1 BRAINSTORMING

The purpose of brainstorming is to produce as many ideas as possible on a given subject. Rating the importance of any one idea does not occur until after all the ideas are listed.

- set aside 15 minutes at the beginning of a board meeting for an "ideas" session
- appoint one person as recorder
- utilize a flip chart, overhead projector or blackboard
- record all ideas including repetitions
- no discussion or evaluation allowed
- review and evaluate ideas at a subsequent meeting or at the conclusion of this process

2.4.2 BUZZ GROUPS

- break the larger group down into small groups of two or three people
- establish a 10-15 minute time limit
- outline the topic to be discussed and appoint a group recorder
- after the completion of this exercise, bring all the groups back together to discuss their findings
- utilize a flip chart or blackboard to list all the ideas

2.4.3 SELF-INQUIRY

- the topic is introduced and a time limit is set
- each person is given a sheet of paper and asked to record his/her thoughts on that subject
- the group is re-convened and ideas are shared

Other discussion devices? There are always more ways of achieving more productive meetings. Perhaps your board has found ways that we have not listed. Jot them down and share them with other boards at the Annual Recreation Board Members Workshop.



3.0 HELPFUL HINTS

3.1 PARLIAMENTARY PROCEDURE:

While some groups rely wholly on Roberts Rules of Order in guiding their meetings, they may also work to your disadvantage if not applied carefully and realistically. Certain procedures should be followed in making a motion, discussion and voting on the motion but in general, common courtesy will enable your group to function most smoothly. The basic rationale of parliamentary law is to permit the majority to have its way, to protect the rights of the minority and to give every individual the opportunity to have his say. Some of the basic rules of order will be more fully dealt with in the manual "Role of the Chairperson".

3.2 RECORD-KEEPING:

Your minutes and agendas should be kept in a secure place for historical purposes and also close at hand for easy reference during meetings. Your secretary should have one set and your municipal office another.

3.3 COMMITTEES:

Set up committees for particular purposes (ad hoc committees) and then disband them when their job is done. Limit the number of continuous, standing committees to those that are deemed essential to the ongoing business of the board. If standing committees are utilized, then allow for the rotation of membership on those committees during your annual organizational meeting.

3.4 MEETING SETTING:

Sit around a table or in a circle to facilitate discussion. Do not use a formal, classroom setting. In a public discussion it is necessary for the participants to be seen by the audience, but

they should also see each other. A curved or U-shaped seating arrangement with the reader in the middle should be adequate. In a private discussion the participants should all face each other either around a table or in a circle of chairs.

3.5 A-V EQUIPMENT:

If possible use an overhead projector for recording ideas on a particular subject. Motions can also be recorded this way to keep their intent clear in the minds of each member.

3.6 BLACKBOARDS, FLOW CHARTS:

Excellent devices for recording ideas and brainstorming. Also useful for displaying maps, drawings, etc. These tools are a must for each meeting. (Flow pens and chalk would also seem advisable).

3.7 REFRESHMENTS:

Keep a pot of coffee and juice available throughout the meeting for guests and members. You might also want to utilize a short five minute coffee/nature call break at the projected midway point of your meetings.

3.8 NAME TAGS OR PLATES:

Utilize name tags or name plates to avoid the possibility of newcomers or guests not being familiar with who your members are. Issue name tags to guests for easy identification over the coffee break.

3.9 PAPER AND PENCILS:

Give everyone a pad of paper and a pencil at your first meeting and then keep some on hand for future meetings. Obtain three-

ring-binders if you can for each member to facilitate individual record-keeping.

3.10 LENGTH OF MEETINGS:

Regularly-scheduled meetings should not last any longer than two (2) to two-and-one-half ($2\frac{1}{2}$) hours. The ideal limit would likely be one-and-one-half ($1\frac{1}{2}$) hours. Group productivity and effective decision-making tend to decrease while frustration levels increase if meetings are allowed to drag on. If your meetings consistently last longer than two hours, you are either; a) not using your time effectively, b) dealing with items beyond your mandate, or c) lacking sufficient back-up information.

COOPERATE AND PARTICIPATE

If you want to enjoy your meetings, pitch in to the discussion but be aware of the feelings of others. Contribute your ideas to the rest of the group. Show each person that you care about them and that you respect their rights as individuals. Agree to disagree and pledge to participate.

We hope that this manual will be of some help to each of you. If you have suggestions, criticisms or questions, contact your Regional Recreation Consultant and invite him/her out to a meeting. He/she will be glad to help and to work through your problem areas with you.

At the conclusion of your meetings do you say:

"A COMMITTEE IS A GROUP OF THE UNWILLING, APPOINTED
BY THE INCOMPETENT, TO DO THE UNNECESSARY"

OR

"WE HAVE ACCOMPLISHED MUCH MORE THAN IF ANY ONE OF US
HAD GONE IT ALONE."

GOOD LUCK - BEST WISHES FOR

BETTER MEETINGS

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APPENDICES

- A.1 AGENDA CHECKLIST
- A.2 MINUTES CHECKLIST
- A.3 ANALYSIS OF A GROUP MEMBER
- A.4 RATING GROUP EFFECTIVENESS
- A.5 MEETING EVALUATION

AGENDA CHECKLIST

A.1

1. Responsibility for preparation of the Agenda (list three by position and in order of responsibility):

2. Will the Agenda be:

_____ mailed?

_____ hand-delivered prior to the meeting?

_____ given out at the time of the meeting?

3. Whose responsibility is it to ensure that the above occurs?

4. What is your deadline for the preparation of the Agenda? (eg. first Tuesday of the month).

5. Will the Agenda items be described in terms of the action required? (eg. for referral, for decision, etc.).

6. What types of items will be accepted after the deadline?

7. Will the Agenda indicate a starting time and an anticipated finishing time?

MINUTES CHECKLIST

A.2

1. Responsibility for the preparation of the Minutes:

2. Will your minutes include:

_____ name of Recreation Board
_____ date and time of the meeting
_____ where meeting was held
_____ names of those present
_____ names of those absent (with notice; without notice)
_____ time meeting commenced/concluded

3. Will your motions include:

_____ the name(s) of those making the motion (and seconding)
_____ whether or not the motion was carried/defeated
_____ the names of those wishing to have their names recorded
as being in opposition

4. Do your minutes indicate who has the responsibility of carrying out the tasks which are agreed to by motion?

_____ Yes _____ No

5. Will a copy of your minutes:

_____ be filed with the Municipal/Rural Secretary
_____ be filed with the Parks and Recreation Office
_____ be circulated to members of Council
_____ be circulated to local groups and organizations

ANALYSIS OF A GROUP MEMBER

A.3

This brief checklist is designed to encourage each of you as board members to be aware of how you perceive your own role within the group. The same checklist could also be utilized by another member to evaluate your role from his/her perspective.

Circle the number that seems most appropriate to you or the person you are rating.

NAME: _____

1. Sensitivity (low) 1 2 3 4 5 (high)

Is alert to happenings in the group;
has ability to notice accurately what
is going on.

2. Diagnostic Ability (low) 1 2 3 4 5 (high)

Is able to understand why things
happen as they did; has the
ability to explain group happenings.

3. Leadership Skills (low) 1 2 3 4 5 (high)

Is capable of directing the
groups energies towards resolving
the problem and arriving at a
decision.

4. Listening Skills (low) 1 2 3 4 5 (high)

Is able to listen attentively
and digest what is being said.

5. Behavioral Skill (low) 1 2 3 4 5 (high)
(Task)

Helps the group to make progress
on the task.

cont. . .

6. Behavioral Skill (low) 1 2 3 4 5 (high)
(maintenance)

Helps to maintain and encourage
a good working relationship
among the group members.

7. Overall Effectiveness (low) 1 2 3 4 5 (high)

Contributes generally to realizing
groups goals and recognizing the
needs of fellow members.

* Adapted from - Learning to Work in Groups, M.R. Miles

RATING GROUP EFFECTIVENESS

A.4

A: Goals

| <u>Poor</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>Good</u> |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|--|
| Confused; diverse; conflicting; indifferent; little interest. | | | | | | | | | | | Clear to all; shared by all; all care about the goals, feel involved. |

B: Participation

| <u>Poor</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>Good</u> |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|--|
| Few dominate; some passive; some not listened to; several talk at once or interrupt. | | | | | | | | | | | All get in; all are really listened to. |

C: Feelings

| <u>Poor</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>Good</u> |
|---------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|--|
| Unexpected; ignored or criticized. | | | | | | | | | | | Freely expressed; empathic responses. |

D: Diagnosis of group problems

| <u>Poor</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>Good</u> |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|--|
| Jump directly to remedial proposals; treat symptoms rather than basic causes. | | | | | | | | | | | When problems arise the situation is care- fully diagnosed before action is proposed; remedies attack basic causes. |

E: Leadership

| <u>Poor</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>10</u> | <u>Good</u> |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|--|
| Group needs for leadership not met; group depends too much on single person or on a few persons. | | | | | | | | | | | As needs for leadership arise various members meet them ("distributed leadership"); anyone feels free to volunteer as he sees a group need. |

F: Decisions

| Poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Good |
|--|---|---|---|---|---|--|---|---|---|----|------|
| Needed decisions don't get made; decision made by part of group; others uncommitted. | | | | | | Consensus sought and tested; deviates appreciated and used to improve decision; decisions when made are fully supported. | | | | | |

G: Trust

| Poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Good |
|---|---|---|---|---|---|---|---|---|---|----|------|
| Members distrust one another; are polite, careful, closed, guarded; they listen superficially but inwardly reject what others say; are afraid to criticize or to be criticized. | | | | | | Members trust one another; they reveal to group what they would be reluctant to expose to others; they respect and use the responses they get; they can freely express negative reactions without fearing reprisal. | | | | | |

H: Creativity and growth

| Poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Good |
|---|---|---|---|---|---|--|---|---|---|----|------|
| Members and group in a rut; operate routinely; persons stereotyped and rigid in their roles; no progress. | | | | | | Group flexible, seeks new and better ways; individuals changing and growing; creative; individually supported. | | | | | |

* Adapted from - Process Consultation, E. H. Schein

MEETING EVALUATION

- George B. Cuff

The following may be utilized as one method of reviewing the effectiveness of your Board during its meetings. From time to time you may wish to conduct such an evaluation by the total Board or you may decide to assign the task to three or four members. Additional items of evaluation could be added if and when that was deemed to be appropriate.

Share the results of your evaluation with each Board member and discuss those areas which you feel could be strengthened.

| | Excellent | Adequate | Improve |
|---|-----------|----------|---------|
| 1. Regular meetings of the Board are scheduled at a time and location convenient to members, the staff and community residents. | _____ | _____ | _____ |
| 2. Agendas are sent out in advance of the meetings and carry an accurate description of each item to be dealt with. | _____ | _____ | _____ |
| 3. The Minutes of meetings are comprehensive, accurate and legible. | _____ | _____ | _____ |
| 4. Very few items are added to the Agenda after it has been sent out. | _____ | _____ | _____ |
| 5. Back-up documentation is sufficiently comprehensive to enable an understanding of the issues and yet relatively brief. | _____ | _____ | _____ |
| 6. All Agenda items are numbered to facilitate easy reference during meetings. | _____ | _____ | _____ |
| 7. Appointments are kept brief and yet provide sufficient opportunity for information-gathering. | _____ | _____ | _____ |

| | Excellent | Adequate | Improve |
|--|-----------|----------|---------|
| 8. Committee reports enable each Board member to keep up on what is happening in all Board activities. | _____ | _____ | _____ |
| 9. Board meetings begin on time and generally last no longer than 1½ - 2 hours. | _____ | _____ | _____ |
| 10. Meetings are run smoothly and effectively, following the Agenda. | _____ | _____ | _____ |
| 11. All members have adequate opportunities to participate. | _____ | _____ | _____ |
| 12. Members are encouraged to provide input to the discussion. | _____ | _____ | _____ |
| 13. Decisions are generally reached through consensus rather than through "railroading". | _____ | _____ | _____ |
| 14. Members attend regularly and are present on time. | _____ | _____ | _____ |
| 15. Members come prepared to participate. | _____ | _____ | _____ |
| 16. Common courtesy between members allows the group to function effectively. | _____ | _____ | _____ |
| 17. Minutes and Agendas are filed with the municipal office and are circulated to Council members. | _____ | _____ | _____ |
| 18. Special meetings are kept to a minimum and are open to the public. | _____ | _____ | _____ |

Excellent Adequate Improve

19. The public is kept informed of
all meetings through regular
media announcements.

20. Representatives of the groups
and of the media are specifically
invited to attend.

21. Our meetings are

Copies of "Making Meetings Matter" (Volume I and II) as well as the other manuals in this series can be obtained free of charge by contacting any of the Department's regional recreation consultants in the following locations:

P.O. Box 1039
BARRHEAD, Alberta
TOG 0E0

674-3351

Room 100 Richfield Bldg.
140 - 1 Avenue S.W.
CALGARY, Alberta
T2P 0A5

261-6115

Sun Building
10363 - 108 Street
EDMONTON, Alberta
T5J 1L8

427-7666

P.O. Box 747
EDSON, Alberta
T0E 0P0

723-3349

Room 209, Walsh Building
9714 Main Street
FORT MCMURRAY, Alberta
T9H 1S4

743-7246

Mailing Address for
Fort McMurray regional
consultant is:
Sun Building
10363 - 108 Street
EDMONTON, Alberta
T5J 1L8

#304, Aberdeen Center
9728 Montrose Avenue
GRANDE PRAIRIE, Alberta
T8V 5B6

539-2300

P.O. Box 1078
HIGH PRAIRIE, Alberta
T0G 1E0

523-3303

P.O. Box 1948
LEDUC, Alberta
T9E 2Z2

986-8401

200 - 5 Avenue South
Provincial Building
LETHBRIDGE, Alberta

329-5231

108 Provincial Building
770 - 6 Street S.W.
MEDICINE HAT, Alberta
T1A 4J6

529-3637

Mail Bag 900
PEACE RIVER, Alberta
T0H 2X0

624-6295

304, Royal Trust Building
P.O. Box 5002
RED DEER, Alberta
T4N 5Y5

343-5115

Mail Bag 600
STETTLER, Alberta
T0C 2L0

742-4481

P.O. Box 928
STONY PLAIN, Alberta
T0E 2G0

963-2281

P.O. Box 1454
ST. PAUL, Alberta
T0A 3A0

645-4475

P.O. Box 154
THREE HILLS, Alberta
T0M 2A0

433-5503

P.O. Box 960
VEGREVILLE, Alberta
T0B 4L0

632-3361

P.O. Box 1588
WAINWRIGHT, Alberta
T0B 4P0

842-2692
